

## **Professional Staff**

### **2. A description of professional staff, qualifications and types of professional development are as follows:**

Our program is designed and managed by certified teachers and paraprofessionals with at least two years of college (or an Associates Degree). Instructors who are not certified work under the supervision of a certified teacher of the Clinics Director. Our staff utilizes informal, standardized assessment to establish baseline data that reflects the child's academic level of functioning in reading, math and spelling. The program is designed to deliver individual and small group instruction, with a parenting component that provides the parent with instructional strategies to assist the child at home

Certified general and special education teachers (K-12<sup>th</sup>) will staff the child development center as well as a certified special education administrator. Additional support staff may be contracted/consulted to provide information/services such as speech and language, occupational therapy, hearing impairment, etc.

Professional development will be continuous and also in accordance with the Michigan Curriculum Framework and other educational programs utilized within this program.

## **Program Effectiveness**

### **3. The evidence that demonstrates our program's effectiveness in increasing student achievement is the following:**

One of the programs utilized in our program that provides increased student achievement is "**Success for All**" (SFA). This program was developed at John Hopkins University and is a comprehensive restructuring program for elementary schools, based on the following principles:

- Emphasis on prevention, early and intensive intervention, and tutoring for students with cognitive difficulties
- The incorporation of state-of-the-art curriculum and instructional strategies.
- Emphasis on the integration of phonics and meaning-focused instruction, cooperative learning, and curriculum based assessments.
- Writing/Language Arts instruction emphasizing writer's workshops.
- Pre-school/kindergarten instruction with story telling and language development.
- Adaptations for Spanish and English as a second language.
- A family supported program that engages parents, community stakeholders and integrated services.

The "Success For All (SFA) Reading Program is a high intensity learning aid system which deals with the foundation skills that are in each individual. Foundation skills include abilities such as visual training, listening and auditory, speaking, following directions, holding information in the mind, and expanding the attention span. Progress is measured through standardized testing, which is administered upon entrance into the program and again at selected specific intervals of time.

*Reading Wings*, for students reading at the second through sixth grade levels, is centered around a school's existing novel, anthologies, or basals readers. It emphasizes cooperative learning activities in which students work in teams to improve strategic reading and comprehensive skills and to investigate literature. *Alas para Leer* provides the same strategies for Spanish readers. At this time no learning system has been devised for Arab readers. Reading Wings also supports development of a Family Support Team wherein parents would be involved in reading and writing workshops in order to involve parents in their child's educational process.

An additional component for "Success For All" is "Math Wings." *Math Wings* actively involves students as they learn and communicate about mathematics. It reflects a balance between the development of mathematics concepts and the introduction and maintenance of mathematics skills explored through real-world and process-type problem solving experiences. In *Math Wings* assignments that are typically slated for homework are completed on site with the assistance of a tutor and include lessons to reinforce concepts and skills learned that day. In intermediate *Math Wings* problems are also included to reinforce and maintain previously learned skills and to challenge and extend students' problem solving skills.

In *Math Wings* and *Reading Wings* a *Parent Peek* is included after every assignment. This provides the family with information about what is being learned in mathematics and language arts. It also provides parents with ideas of what can be done at home to reinforce concepts learned in school and during tutoring.

"Success For All" and "Reading Wings" will be the primary reading and writing methodologies used by the Detroit Edison PSA Child Development Center during tutoring to **ensure early childhood literacy**, one of the five strategic initiatives defined by the Michigan Department of Education.

"**Glory Math Learning System**" (GMLS) is a complete computer-based learning program that covers all essential math content specified by NCTL (National Council of Teachers of Mathematic). NCTM standards explicitly describe the necessary concepts in the following areas:

- Numbers and Operations
- Algebra
- Geometry
- Measurement
- Data Analysis and Probability

GMLS improves the process of acquiring knowledge and skills by offering a self-paced independent environment under the guidance and supervision of teachers. Pressure on the student is diminished by the ability to work at one's own pace. Children are

encouraged to advance to higher grade levels. GMLS's unique methods adopt a gradual, progressive approach to bridge the gaps by moving forward from one learning element to the next in small increments. This approach allows children to move upward effortlessly and unconsciously. This program is the primary Math computer based learning software that will be used for students working at their own pace. GMLS will not be a substitute for a tutor but will be used to enhance and practice skills learned.

### *Program Evaluation*

4. **The program will be monitored for effectiveness** by the provision of pre-assessment, mid-year assessment and post assessment. It is essential that we know our children's academic levels of functioning in the core academic subjects areas (reading, math, spelling, etc.). If baseline data is not established prior to program entry, it would be difficult to prescribe and develop an effective educational prescription without prior assessment. The objective of our program is to **leave no child behind**. Additional monitoring will occur by using surveys, observations and qualitative research techniques.

**The progress of students receiving supplemental educational services will be measured by using the following assessments:**

The Scholastic Reading Inventory (SRI), a technological reading and self-assessment program, determines reading levels of children in grade 2<sup>nd</sup> to 8<sup>th</sup>. Students select a reading passage that becomes progressively difficult as they proceed through the passage. A reading score (Lexile Score) is derived every 8 to 10 weeks ranging from low to high; students are given their score at the end of the reading assessment after answering the comprehension questions. This program has been used for the past two years and has obtained 85% increased student achievement in this area.

The Kaufman Test of Educational Achievement (KTEA) is another form of measurement that will be utilized to establish baseline data. The KTEA is an individually-administered test of academic skills in reading, spelling, and math for the first through twelfth grades. Two forms are available, the Brief and Comprehensive. The Brief Form globally samples reading, spelling and mathematics; the Comprehensive Form separates reading into decoding and comprehension and math into applications and computation. This assessment device yields the following scores: Age Level, Grade Level, Standard and Percentile. Having this type of information gives us a thorough cognitive image of the child and helps to develop the educational prescription to remediate the identified areas of deficit.